



KG1

Pilot Edition

# Connect Plus

Term I

Student's Book



2019-2020

غير مصرح بتداول الكتاب خارج  
وزارة التربية والتعليم الفني



KG1



# Connect Plus

Student's Book

Term I

Andrea Turner and Nicola Gardner





## Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.



## **A Word from the Minister of Education and Technical Education**

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**  
**Minister of Education and Technical Education**



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**Unit 2 In my classroom** ..... 20

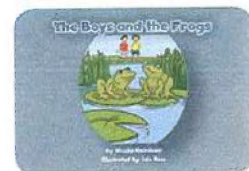
**The world around me** .....



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# Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
	Hello!	Adam, Busy Bee, Dina; Hello, Bye	What's your name? I'm (Busy Bee).		Communication: Self-expression	Participation		
Who am I?	1 This is me!	mommy, daddy, brother, sister; eye, ear, mouth, nose, hair, arm, leg, hand, foot; one, two; red, blue, yellow, green, orange, brown	This is my (mommy). I have 2 (ear)s. It's (yellow). I like...	h/H: Hello, hair, Hana, hand  b/B: Bye, blue, Busy Bee, brown	Participation  Respect of diversity  Problem solving	Tolerance and acceptance of others	Non-discrimination issues	Science: The senses; Body parts  Art: Colors; A monster family
	2 In my classroom	pencil, pen, eraser, sharpener, board, chair, table, playground; numbers 1-10; circle, triangle, square, rectangle; teacher, librarian, nurse	This is a (pen). This is an (eraser). How many are there? There are (ten). It's a (circle).	m/M: mouth, Maha, classroom  n/N: nose, nurse, pen, Nour	Communication  Problem solving  Creative thinking	Collaboration  Independence	Loyalty and belonging	Social Science: People who help us Math: Shapes Art: Make a shape picture
The world around me	3 Our animals	rabbit, camel, cat, fish, frog, horse, sheep; land, water; baby, child, teenager, adult; living, non-living; eat, grow, breathe	My favorite animal is the (cat). (Camels) live on land. Living things (eat). Non-living things don't (eat).	p/P: pen, panda, playground, Pyramids  r/R: red, rabbit, sharpener, Reem, playground	Collaboration Critical thinking: Differentiate between similarities and differences	Caring for animals  Curiosity	Environmental responsibility	Science: Stages of life; frogs Art: Make a collage Geography: Land and water
	4 Our world	salad, tomato, cucumber, lettuce, carrot, corn; cloud, rain, puddle, sea, river; gray, black, white; summer, winter	It's good/bad for you. Let's wash our (hands). I like / don't like (rain).	d/D: daddy, duck, hand, salad, Dina  s/S: sister, sun, salad, Seleem	Self-management	Independence  Curiosity	Environmental responsibility  Preventative health	Science: Healthy food; Is it water? Art: Make a food wheel

Story: The Boys and the Frogs


Review 1

Revision of language from units 1-4



# Hello!

 Listen, look and point

 I'm Dina.

 I'm Busy Bee.

 I'm Adam.

 Go to Activity Book pages ii-iii





2 Draw and write

I'm \_\_\_\_\_.



3 Say

Hello, I'm Reem.



Go to Activity  
Book pages iv-v



# Theme 1





# Who am I?





# This is me!



Look, listen and find

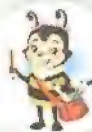


Go to Activity  
Book page 2





1 Listen, look and say



2 Read and match

mommy

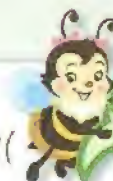
brother

daddy

sister



**Vocabulary:** brother, daddy, mommy, sister



Go to Activity  
Book page 3



# Who is this?

Unit  
1

Language use



1 Listen, read and circle

1



This is my mommy.

I'm Malak.



2



This is my daddy.

3

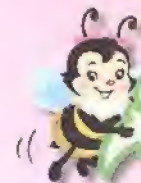


This is my brother.

4



This is my sister.



Go to Activity  
Book page 4



# What is this?



1 Listen, then read



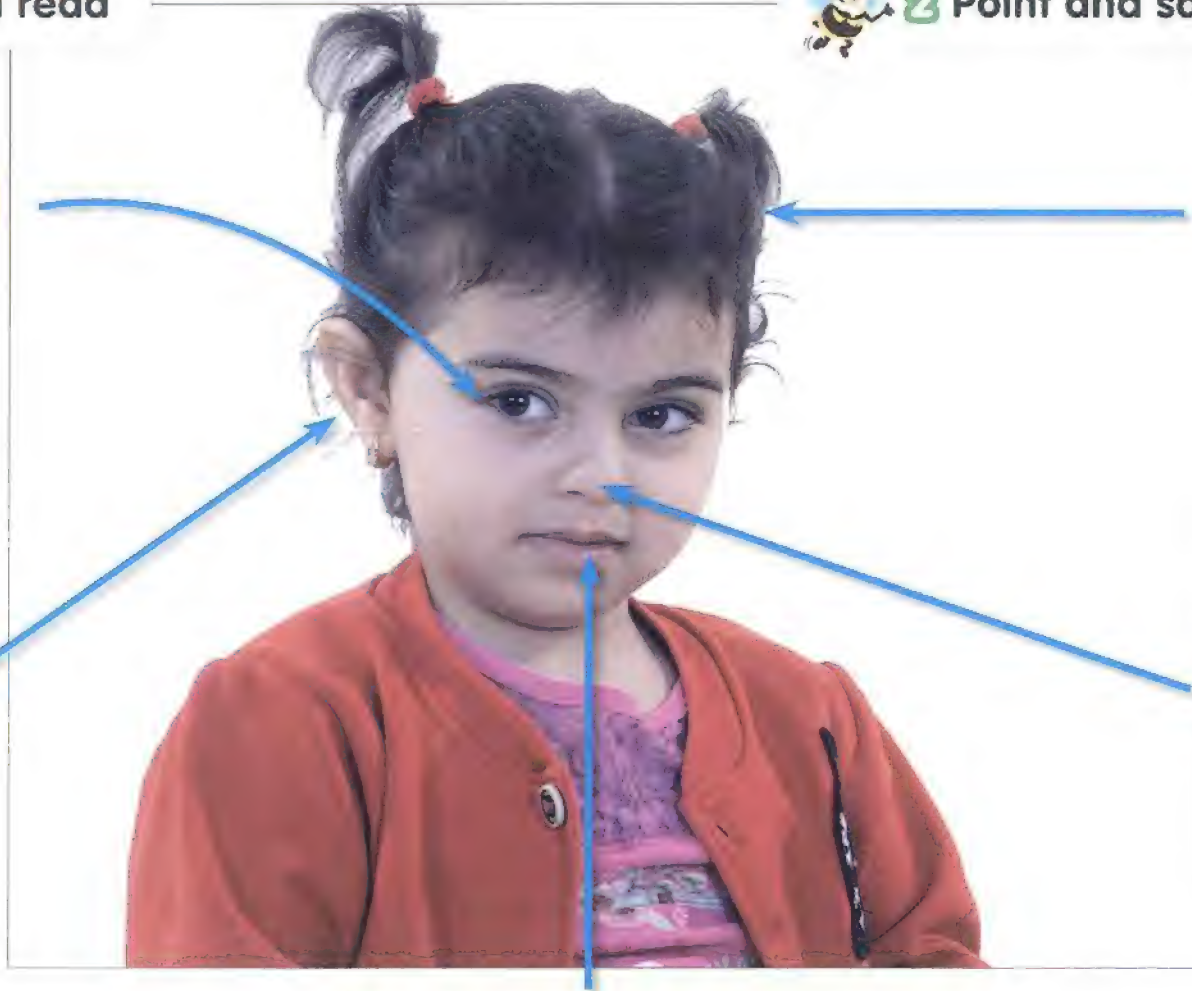
2 Point and say

1 This is my eye.

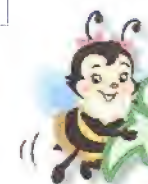
3 This is my hair.

2 This is my ear.

4 This is my nose.



5 This is my mouth.



Go to Activity  
Book page 5



# 1 or 2?



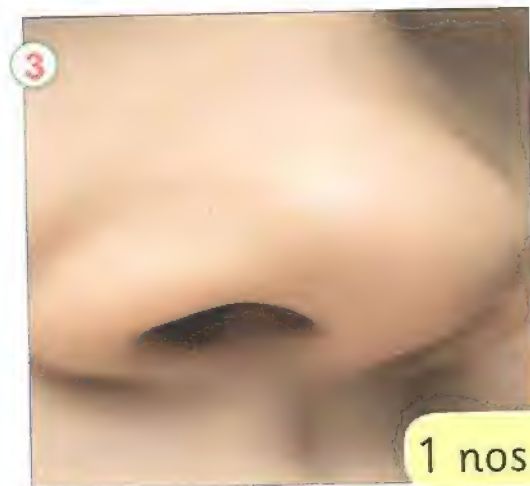
1 Look and say



2 eyes



1 mouth



1 nose



2 ears



2 Point and say



Go to Activity Book page





**1** Listen, point and say



arm

hand

leg

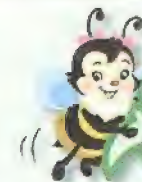
foot



**3** Sing and do



**2** Look and complete



Go to Activity  
Book page 7





1 Listen and read



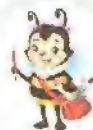
I have **blue** eyes.



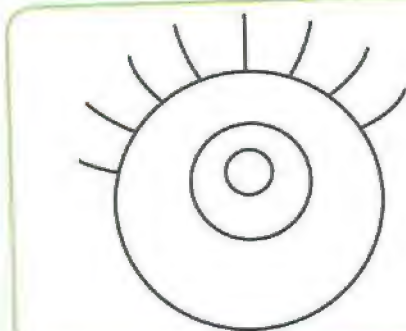
I have **brown** eyes.



I have **green** eyes.



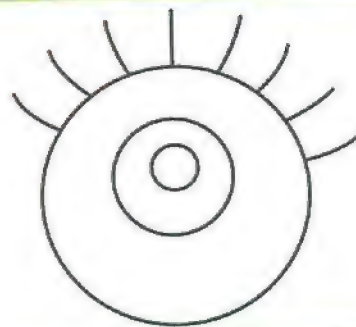
2 Color and say



Language: I have (black) eyes.

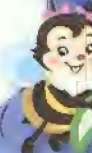


3 Look and say



Life skills: Respect for diversity

We are all beautiful.



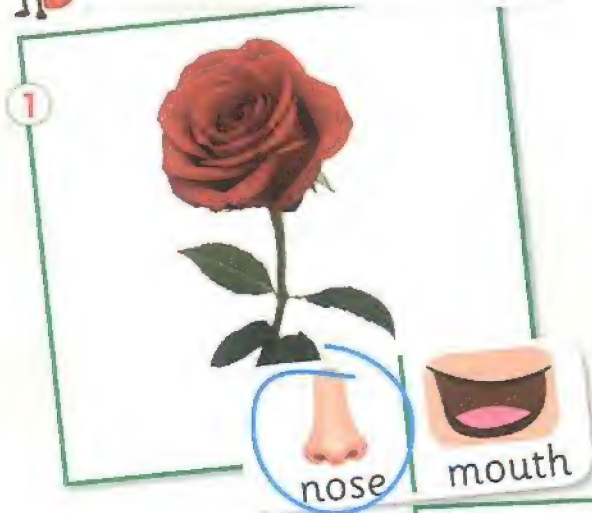
Go to Activity  
Book page 8



# My senses



1 Look, read and circle



2 Now say

Language: I smell with my nose.



Go to Activity Book page 9





**b B h H**

# Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and find **b**, **h**, **B** and **H**

**b B**



Bye!



Busy Bee



blue



brown

**h H**



Hello!



Hana



hair



hand



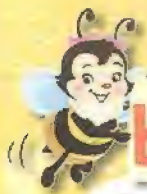
a **b** c d e f g **h** i j k l m n o p q r s t u v w x y z

Phonics: the **b** and **h** sounds



Go to Activity Book page 10



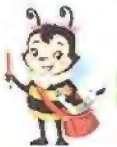
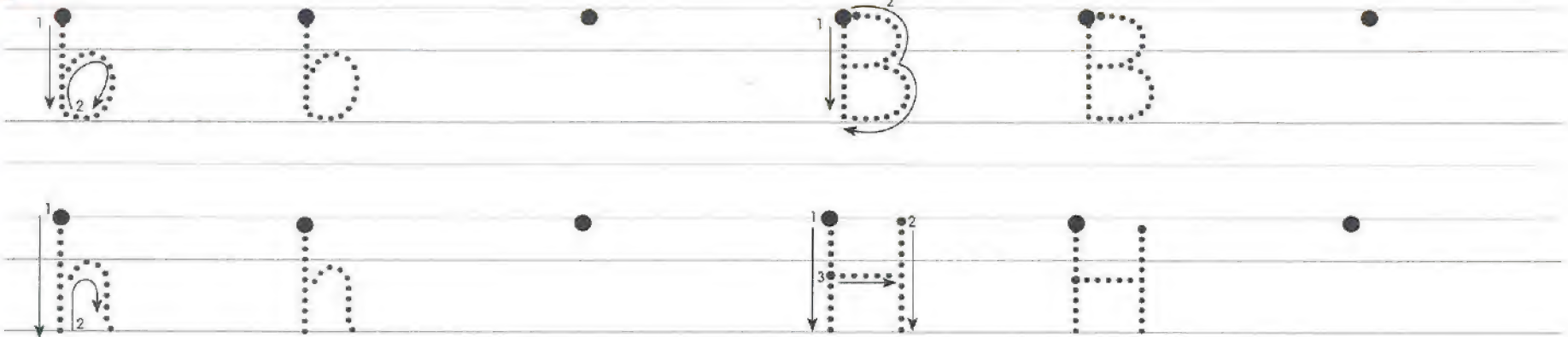


# bBhH Learn to write with Busy Bee!

Handwriting Unit 1



1 Trace and copy



2 Look and complete



usy ee

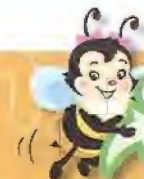
and

lue

ello



ABCDEFGHIJKLMNOPQRSTUVWXYZ



Go to Activity Book page 11



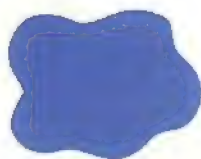
# What color is it?



1 Listen and say



red



blue



yellow



green



orange



brown



2 Match and say

1



2



3



4



5



6



It's red.

yellow

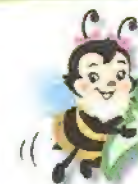
blue

red

green

brown

orange



Go to Activity Book page 12

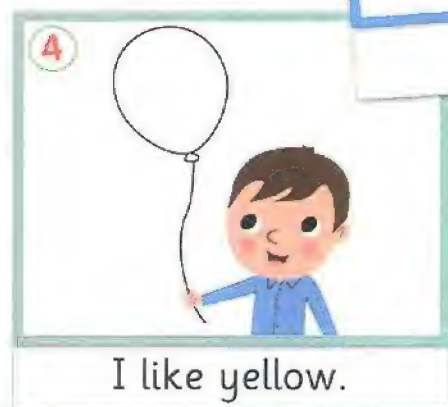


# I like green

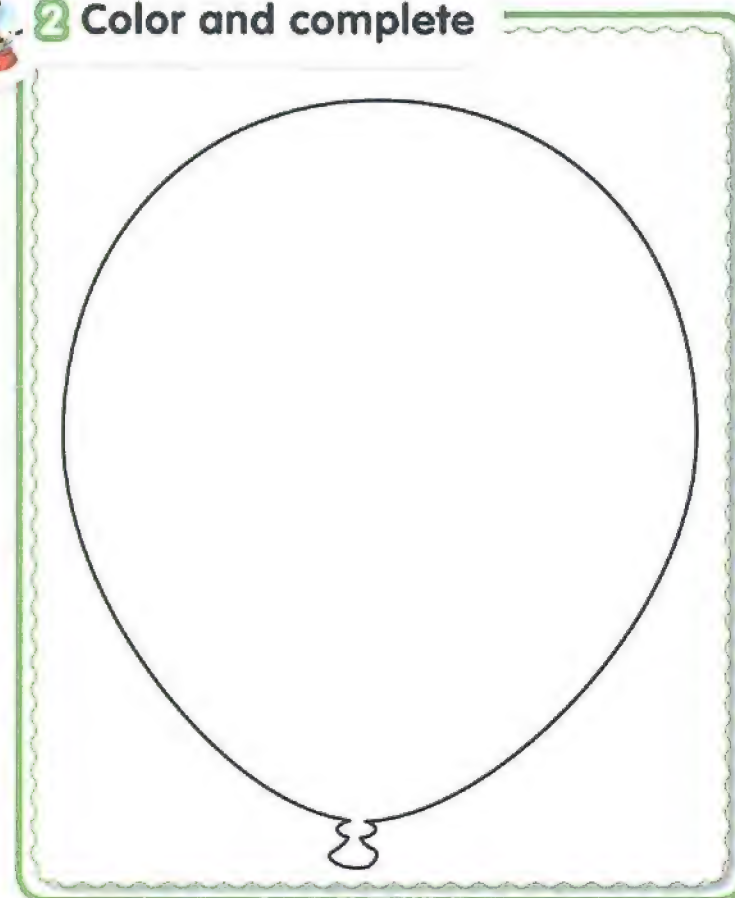
Unit 1  
Connect with Art



1 Listen, read and color



2 Color and complete



I like .....



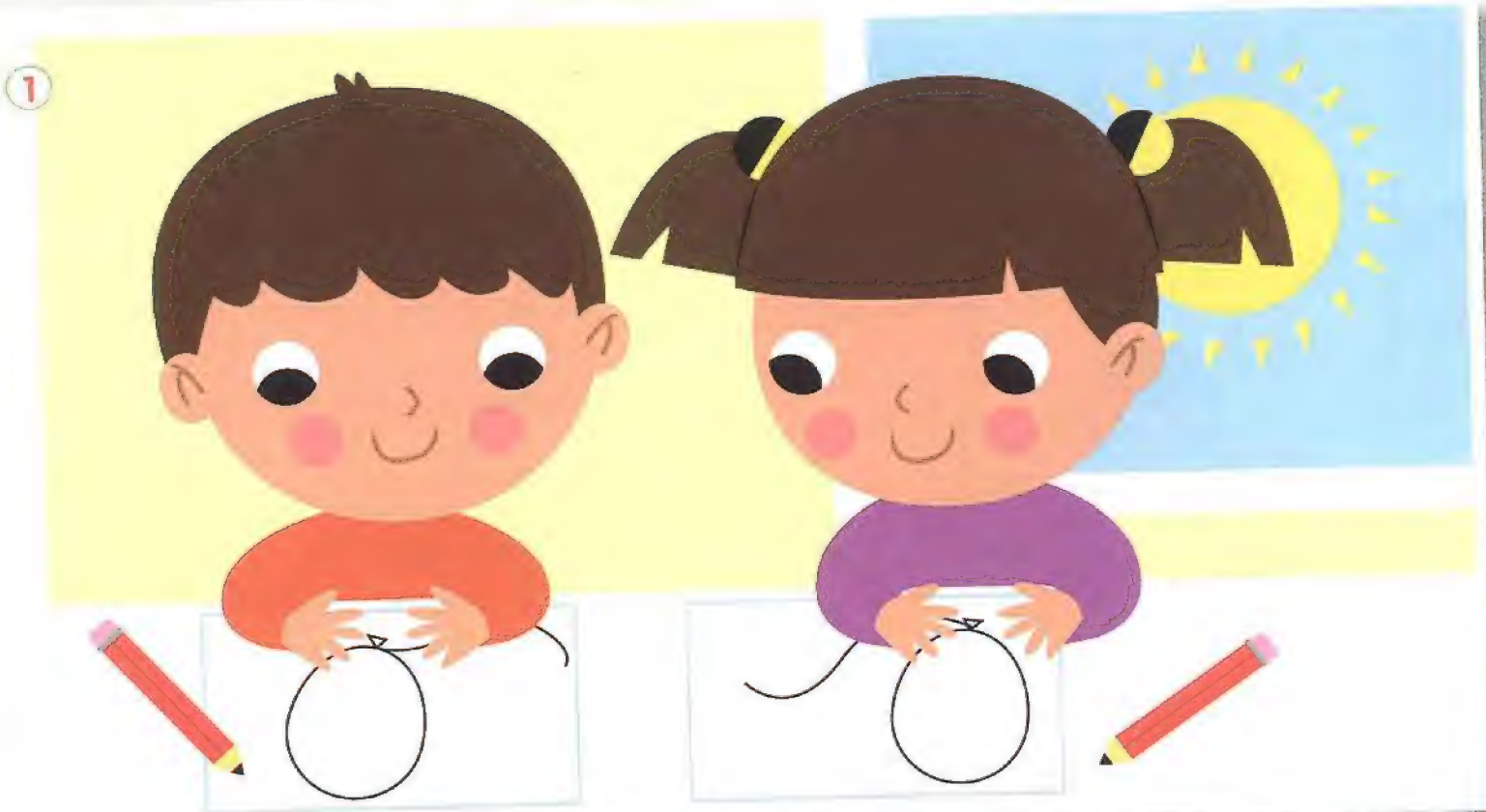
Go to Activity  
Book page 13



# A new color



1 Listen, read and point



**Adam:** This is my balloon. It's for Mommy.

**Dina:** And this is my balloon. It's for Daddy.



2



**Adam:** My balloon is yellow. I like yellow.

**Dina:** I like my balloon, too. It's red.



3



**Adam:** Oh no! The yellow paint!

**Dina:** Oh no! The red paint!

What color is the paint?



Think!



What color do red and yellow make?



4



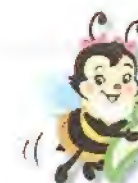
We can mix colors!

**Dina:** This is for you Daddy.

**Adam:** This is for you Mommy.

**Daddy:** I like my balloon. It's orange.

**Mommy:** I like my balloon. It's orange, too!



Go to Activity  
Book pages 14-15



# A colorful family



1 Make a funny family



2 Look and say



**Project:** Make a colorful family Mommy is blue.



Go to Activity Book page 16



# Show and tell

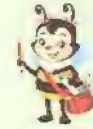


1 Show and tell



Language: This is my (family).

Unit review **Unit 1**



2 Look and color

Vocabulary



Science



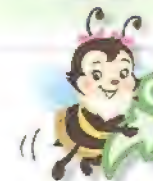
Phonics **h H b B**



Problem-solving



Project



Go to Activity Book page 17



Unit

2

# In my classroom



Listen and find

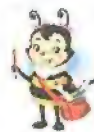


Go to Activity  
Book page 16





1 Listen, look and say



2 Read and match

1



2



3



4



5



6



pen

pencil

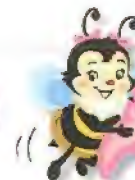
table

board

eraser

sharpener

**Vocabulary:** board, eraser, pen, pencil, sharpener, table



Go to Activity Book page 19



# This is a pencil



1 Listen and read

This is a pen.

This is an eraser.



2 Point and say

Reading and speaking: This is a pen.



Go to Activity  
Book page 20



# I can count

Connect with Math

Unit  
2



1 Listen and say

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

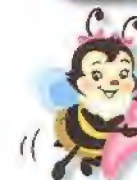
10

ten



2 Read and count

Vocabulary: Numbers 1 to 10



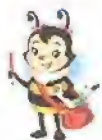
Go to Activity  
Book page 21



# How many chairs are there?

Language use

Unit 2



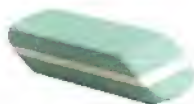
1 Read and circle the correct answer

1



There is / are four pens.

2



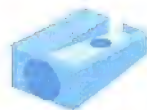
There is / are one eraser.

3

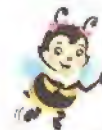


There is / are three pencils.

4



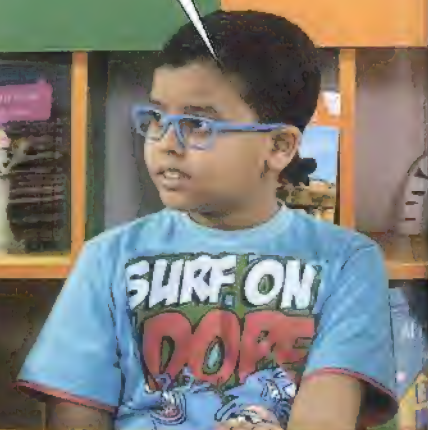
There is / are one sharpener.



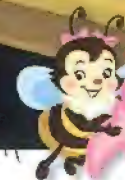
2 Look at your table. Ask and answer

How many sharpeners  
are there?

There is one sharpener.



Language: There is... There are...



Go to Activity  
Book page 2

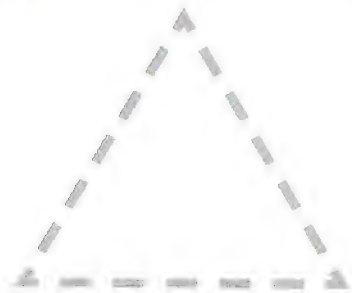


# Learn shapes with Busy Bee!

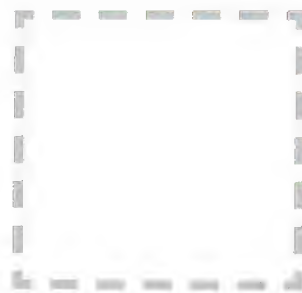
Connect with Math **Unit 2**



1 Listen and say



triangle



square



rectangle



circle



2 Trace and color



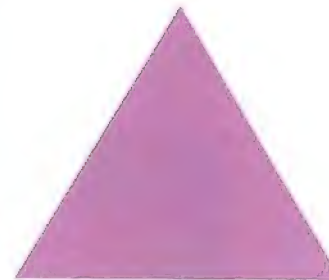
3 Look, listen and read



A **square** has four equal sides.



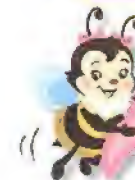
A **rectangle** has two short sides and two long sides.



A **triangle** has three sides.



A **circle** is round.



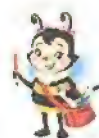
Go to Activity Book page 23



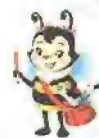
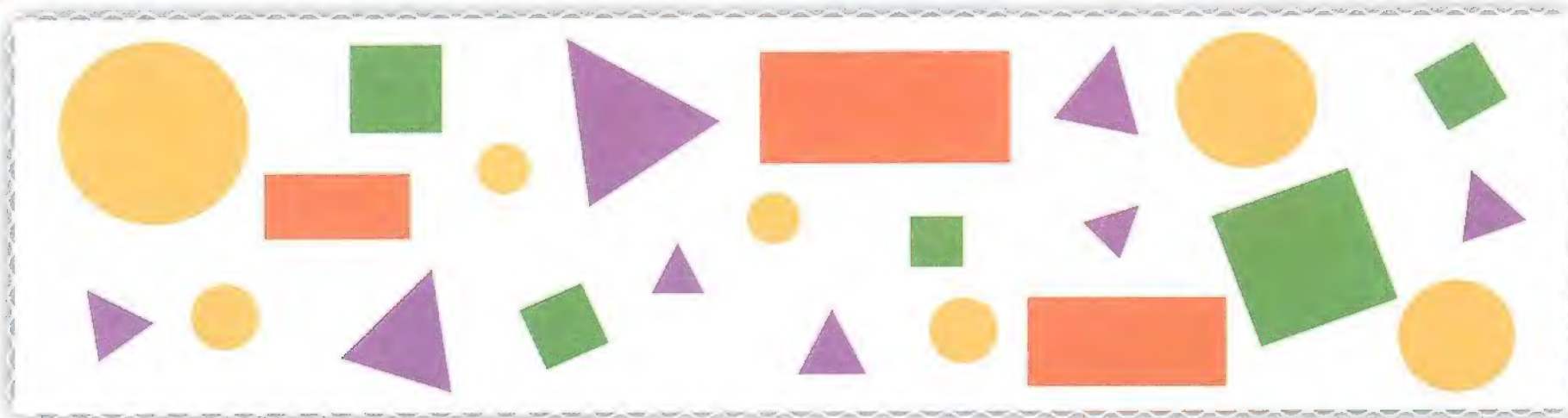
# Learn to count with Busy Bee!

Connect with Math

Unit  
2



1 Look and count



2 Write the number

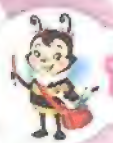


Connect with Math: Identifying and counting shapes

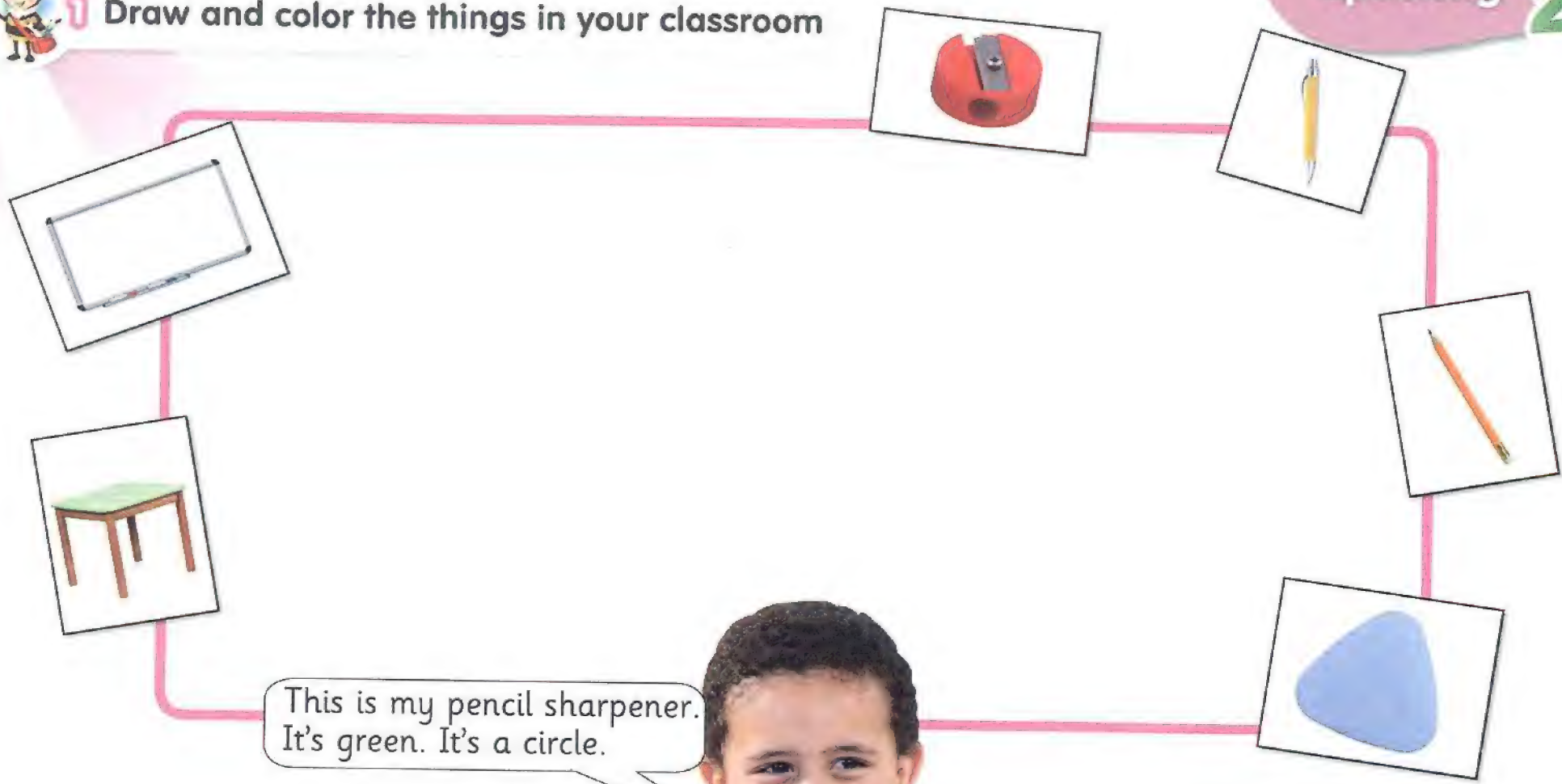


Go to Activity  
Book page 24

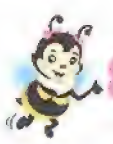




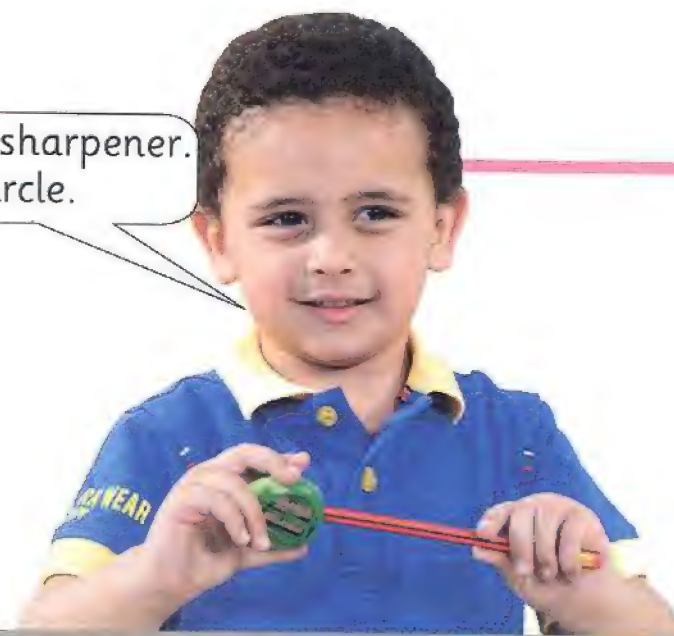
**1** Draw and color the things in your classroom



This is my pencil sharpener.  
It's green. It's a circle.

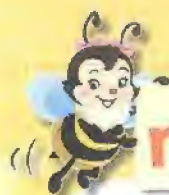


**2** Point and say



Go to Activity  
Book page 25



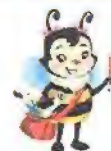


**mM nN**

# Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle **m**, **n**, **M** and **N**

**mM**



mouth



classroom **m**



**M**aha

**nN**



nose



**n**urse



**N**our

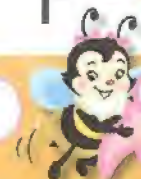


pen **n**



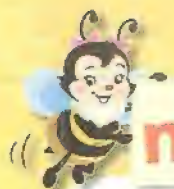
abcdefghijklmnopqrstuvwxyz **m n** opqrstuvwxyz

Phonics: the **m** and **n** sounds



Go to Activity Book page 26

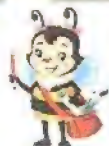




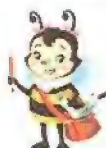
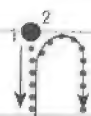
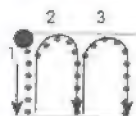
m M n N

# Learn to write with Busy Bee!

Handwriting Unit **2**



1 Trace and copy



2 Look and complete



urse



pe



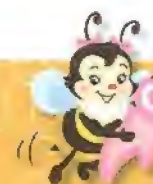
aha



our



ABCDEFGHIJKLMNOPQRSTUVWXYZ



Go to Activity Book page 27



# People who help us

Connect with Social Studies

Unit  
2



1 Listen, read and point



My teacher helps me write.



A librarian helps me find books.

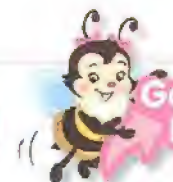


A nurse helps me feel better.



2 Sing

**Social Studies:** People who help us at school.



Go to Activity  
Book page 28





1 Look, listen and write the number

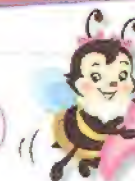


2 Now say



**Language:** *My friend helps me with my sharpener.*

**Values:** Cooperation and empathy



Go to Activity  
Book page 29



# Dina gets ready for school!



1 Listen, read and point



**Dina:** Adam, can you help me get ready for school tomorrow?

**Adam:** Yes, of course!



Think? Where are Adam and Dina?



**Dina:** I want an eraser, a sharpener, some pens and some pencils.

**Adam:** Which eraser do you want?

**Dina:** The yellow eraser. It's a triangle.





**Adam:** Which sharpener do you want?

**Dina:** The green, square sharpener.



**Adam:** Which pencils do you want?

**Dina:** I want two yellow pencils, please.





**Adam:** Which pens do you want?

**Dina:** I want one pen - my blue pen.



**Adam:** I can't see your blue pen.

Can you help? Can you see Dina's blue pen?



?

?

What can the children do now?

**Life skills:** Problem-solving





**Dina:** Look!

**Adam:** Here it is!

**Dina:** Thank you, Adam! Thank you, Busy Bee!



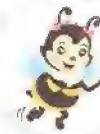


# A shape picture

Project **Unit 2**



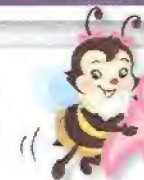
1 Make a shape picture



2 Look and say



**Project:** A shape picture *It's a car. It's a red rectangle.*



Go to Activity  
Book page 32



# Show and tell



1 Show and tell



**Language:** It's a (mouse). It's a green circle.

Unit review **Unit 2**



2 Look and color

Vocabulary



Phonics m M n N



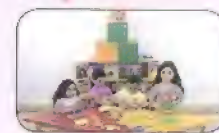
Values



Problem-solving



Project



Go to Activity Book page 33



# Theme 2





# The world around me

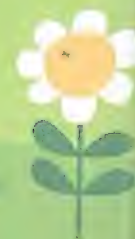




# Our animals



Look, listen and find



Go to Activity  
Book page 3





1 Look, listen and say



2 Read and match



rabbit

cat

sheep

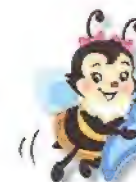
horse

camel

frog

fish

**Vocabulary:** camel, cat, fish, frog, horse, rabbit, sheep



Go to Activity Book page 39



# Where do camels live?

Listening and reading

Unit  
3



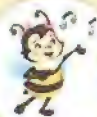
1 Listen and read



Camels live on land.

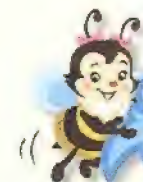


Fish live in water.



2 Listen and sing

Language: Camels live on land.



Go to Activity  
Book page 40



# Land and water

Connect with Geography **Unit 3**



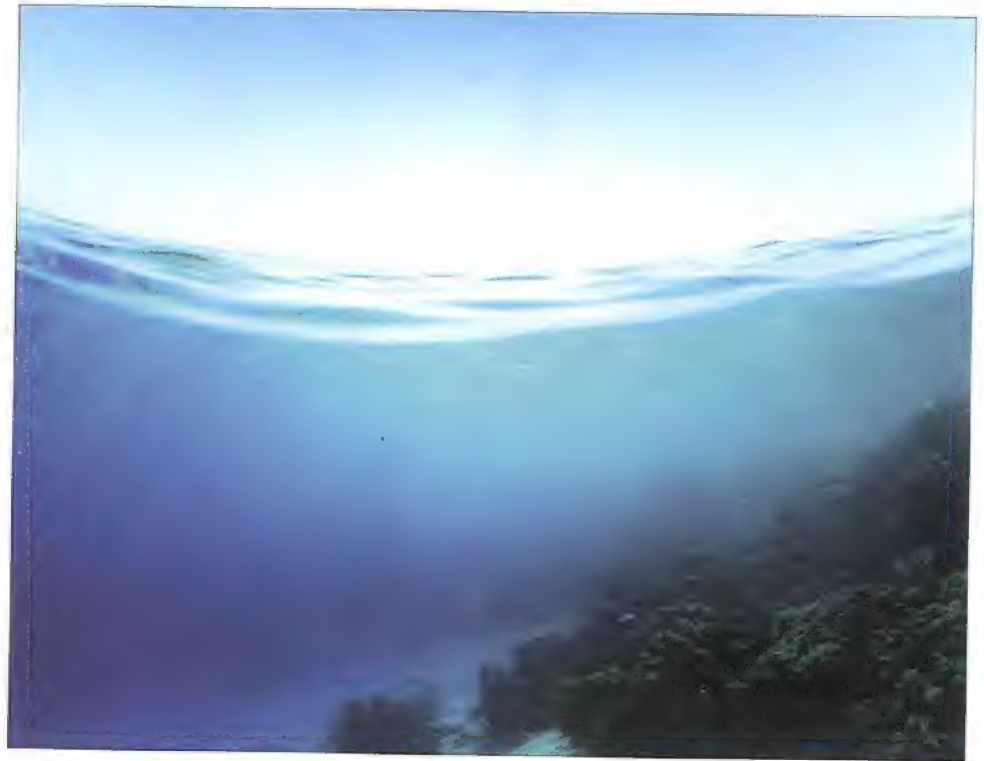
1 Cut, color and stick



land



2 Look and say

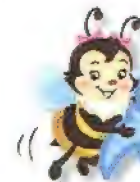


water



Go to page 93

Language: *Fish live in water.*



Go to Activity  
Book page 41



# The living world



1 Listen and read

1



Living things **eat**.

2



Living things **grow**.

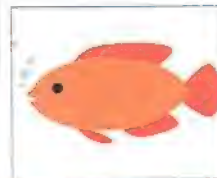
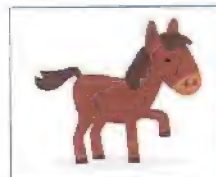
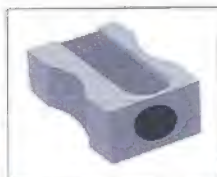
3



Living things **breathe**.



2 Look and circle the living things



**Vocabulary:** living, eat, breathe, grow



Go to Activity Book page 4





1 Look and match

Living things



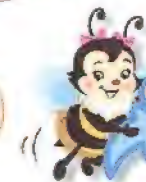
Non-living things



2 Now say



**Language:** Living things eat. Non-living things don't eat.



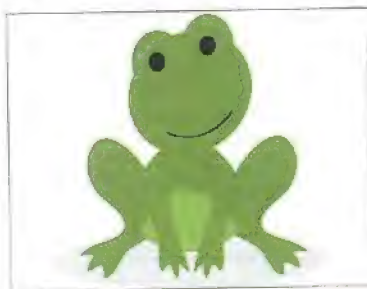
Go to Activity  
Book page 43



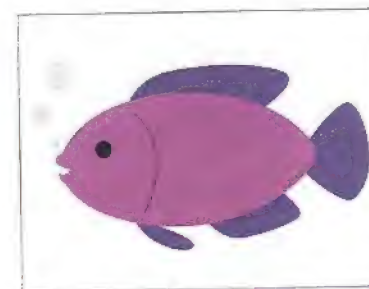
# What is your favorite animal?



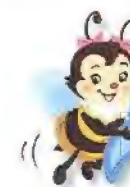
Listen. Then point and say



My favorite animal is the panda.



Listening and speaking: My favorite animal is the (panda).



Go to Activity Book page 4



# This is Mango!

Values

Unit  
3



1 Listen then read



Mango is my cat.



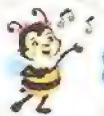
She eats.



She grows.

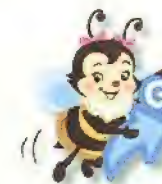


I love Mango!



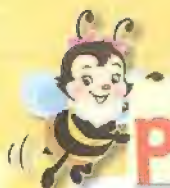
2 Listen and sing

Values: Looking after animals



Go to Activity  
Book page 45





pP rR

# Learn sounds with Busy Bee!

Phonics

Unit 3



1 Listen and repeat



panda



Pyramids



playground



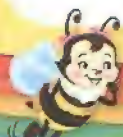
rabbit



Reem

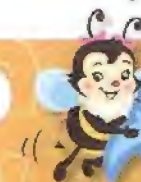


sharpener



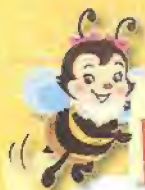
abcdefghijklmnopqrstuvwxyz

Phonics: the p and r sounds



Go to Activity Book page 4





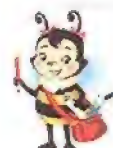
# pP rR Learn to write with Busy Bee!

Handwriting

Unit  
**3**



**1** Trace and copy



**2** Look and complete



anda



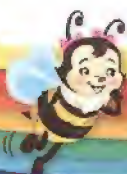
eem



yramids



abbit



ABCDEFGHIJKLMNOPQRSTUVWXYZ

Handwriting: p, r, P and R



Go to Activity  
Book page 47



# Growing up



1 Listen and number



baby



adult



2 Read and say



child



teenage

Connect with Science: Stages of life



Go to Active Book page





**1** Look, listen and point

**1**



eggs

**2**



**3**



baby frog

**4**



adult frog



**2** Now say

Connect with Science: Frogs



Go to Activity  
Book page 49





**Mommy:** The baby frog is a living thing.

**Dina:** Does it grow?



**Mommy:** Yes, it grows to be an adult frog.



5



Dina: How can we help the baby frog?

What do frogs need?

?







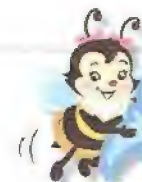
**Adam:** Frogs need water. They need food.

**Dina:** There is water. There is food.

**Mommy:** Yes, the frogs are growing.



**We are  
kind to  
animals!**



Go to Activity  
Book pages 50-51



# Make a collage

Project **Unit 3**



1 Make a collage of land and water animals

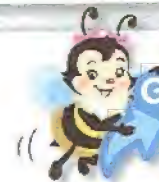


2 Look and say



Go to page 95

**Project:** A collage *It's a sheep. It lives on land.*



Go to Activity  
Book page 5



# Show and tell

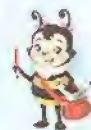


1 Show and tell



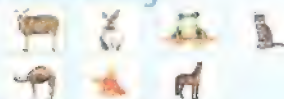
Language: My favorite animal is the (panda).

Unit review **Unit 3**



2 Look and color

Vocabulary



Phonics

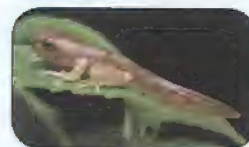
PP R



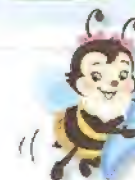
Values



Science



Project



Go to Activity  
Book page 53



Unit  
**4**

# Our world



**1** Listen and find



Go to Activity  
Book page





1 Listen, look and say



2 Read and number

1



2



3



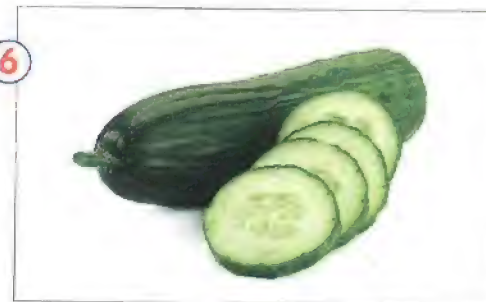
4



5



6



1

carrot

☐

cucumber

☐

lettuce

☐

salad

☐

corn

☐

tomato

**Vocabulary:** carrot, corn, cucumber, lettuce, salad, tomato



Go to Activity Book page 55



# Healthy or unhealthy?

Language use



1 Look and draw 😊 or ☹️

1



It's healthy / unhealthy.



2 Read and circle

2



It is healthy / unhealthy.

3



It's healthy / unhealthy.

4



It is healthy / unhealthy.

5



It's healthy / unhealthy.

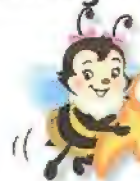
6



It is healthy / unhealthy.



3 Point and say



Go to Activity Book page



# Let's wash our hands!

Issues **Unit 4**



1 Listen and point



2 Now say

Let's wash our hands



before



we eat.



we touch a baby.

after



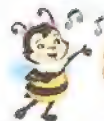
we use the bathroom.



we touch animals.



we cough.



3 Listen and sing

Issues: Preventative health



Go to Activity  
Book page 57



# Is it water?

Connect with Science

Unit 4



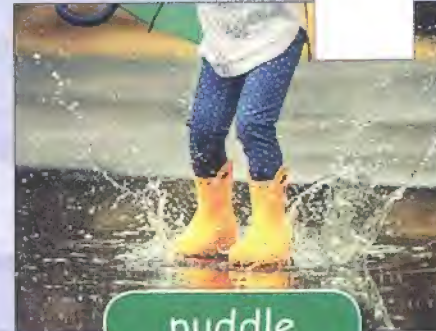
1 Listen and number



cloud



rain



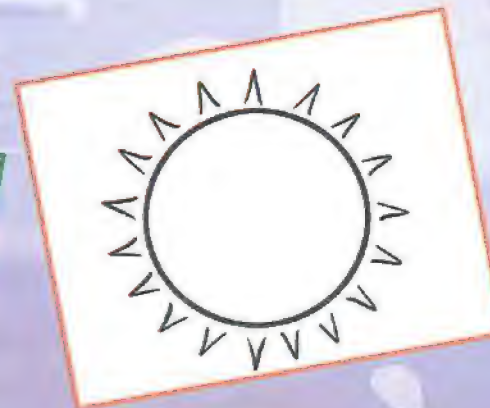
puddle



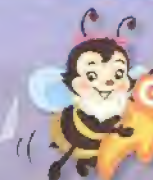
sea



2 Think, color and say



Connect with Science: Water



Go to Activity Book page 5



# Sun and rain

Listening and speaking

Unit  
4



Look, listen and say



The sun and rain are good for (corn).

Go to Activity  
Book page 59



# Living or Non-living?



1 Look and put a (L) (Living) or a (N) (Non-living)

1

N



2



3



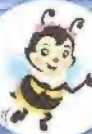
4



5



6



2 Point and say

Issues: Environmental responsibility

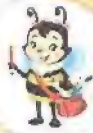


Go to Activity Book page 6



# Sorting

Language use **Unit 4**



1 Look and match

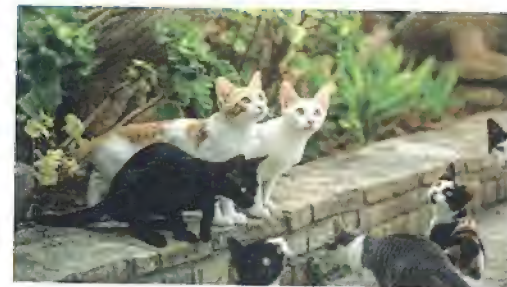


2 Look and say

Colors

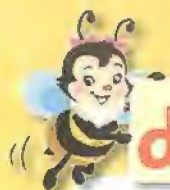
Animals

Food



Go to Activity  
Book page 61





dD sS

# Learn sounds with Busy Bee!

Phonics

Unit 2



1 Listen and repeat

dD



daddy



duck



2 Look and circle d, s, D and S



Dina



hand

sS



sister



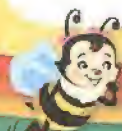
sun



salad



Seleem



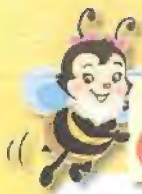
abcdefghijklmnopqrstuvwxyz

Phonics: the d and s sounds



Go to Activity Book page





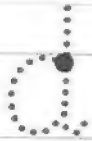
# dD sS Learn to write with Busy Bee!

Handwriting

Unit  
4



1 Trace and copy



2 Look and complete



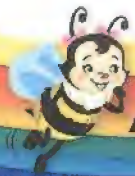
\_un



\_ala\_



\_ina



ABC **D** EFGHIJKLMNOPQR **S** TUVWXYZ



Go to Activity  
Book page 63



# What color is it?

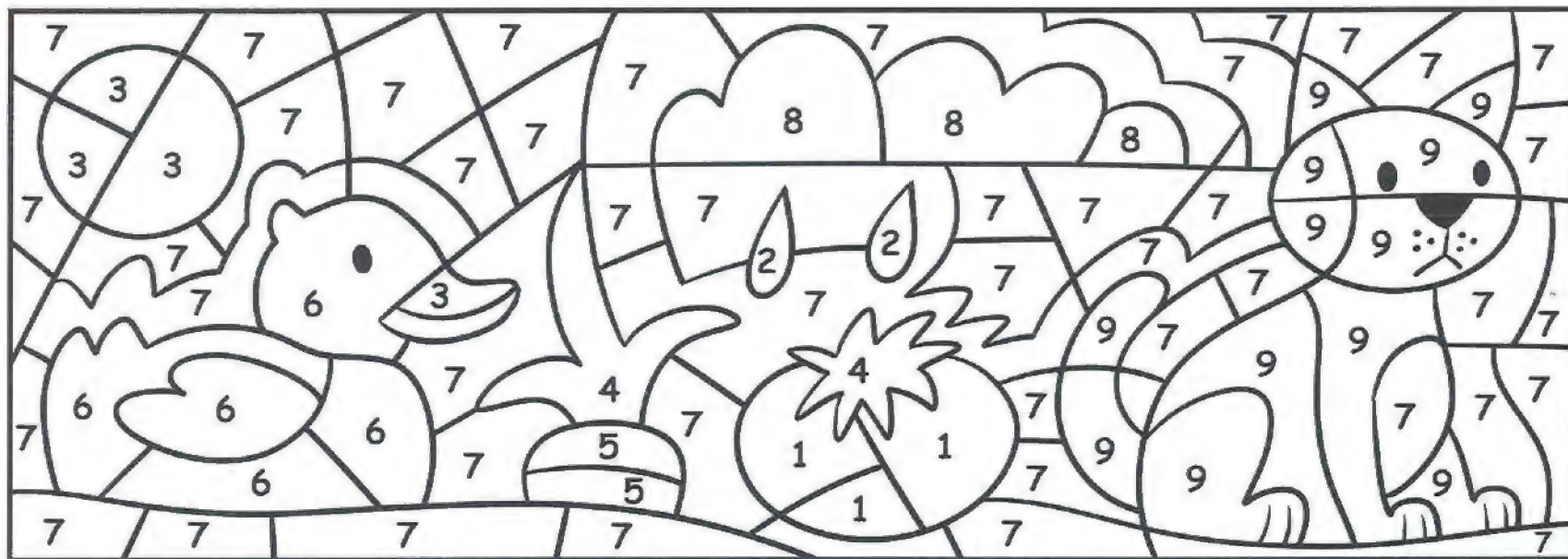
Connect with Art

Unit 4



1 Listen, look and color

1 2 3 4 5 6 7 8 9



2 Point and say



It's a duck.  
It's brown.

Connect with Art: Colors



Go to Activity  
Book page 6





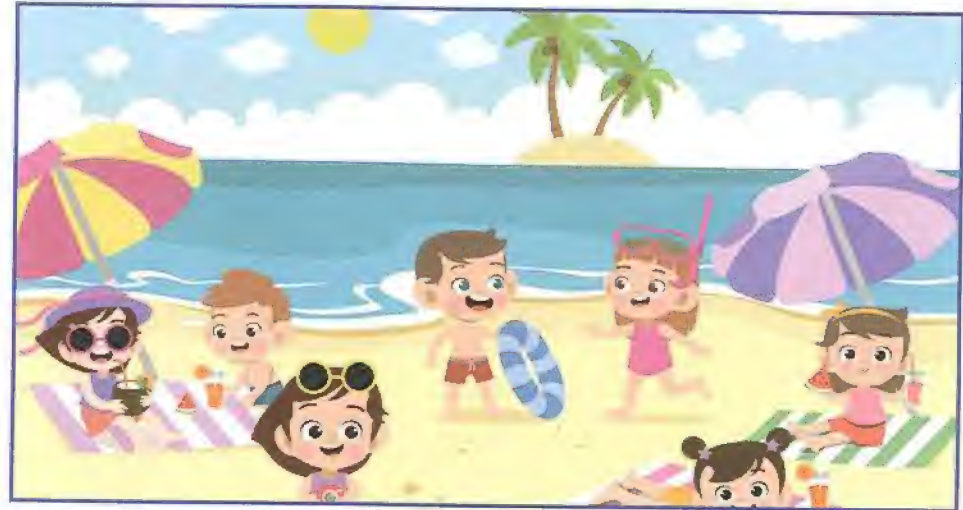
1 Listen and say



① It's winter.



2 Say the colors



② It's summer.



3 Draw and circle



I like **winter** / **summer**.



Go to Activity  
Book page 65



# Let's help



Listen, read and point



**Dina:** Let's help Mommy and Daddy.

**Adam:** Yes!



**Mommy:** We have corn, carrots and lettuce.

**Daddy:** We need two tomatoes and one cucumber.

**Adam and Dina:** OK!





**Adam:** Two red tomatoes.

**Dina:** I like tomatoes.



**Dina:** One green cucumber.

**Adam:** I like tomatoes and cucumbers.





**Mommy:** Adam, Dina, let's eat!

**Adam and Dina:** Mmm, salad!

**Daddy:** Adam, Dina, no!

What do Adam and Dina need to do?



What do we do before we eat?





**Dina:** Let's wash our hands.

**Adam:** Yes, let's wash our hands before we eat.



**Wash your  
hands before  
you eat!**

**Preventative health:** Personal hygiene



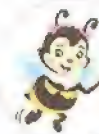
**Go to Activity  
Book pages 66-67**



# A food wheel



**1** Make a food wheel

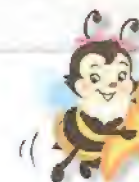


**2** Look and say



**Project:** A food wheel

It's (watermelon). It's healthy.



**Go to Activity Book page 68**



# Show and tell

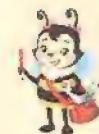


1 Show and tell



**Language:** This is watermelon. It's healthy.

Unit review **Unit 4**

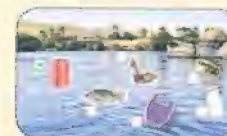


2 Look and color

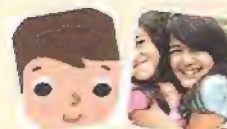
Vocabulary



Issues



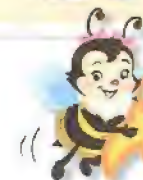
Phonics **dD sS**



Problem-solving



Project



Go to Activity  
Book page 69



# The Boys and the Frogs

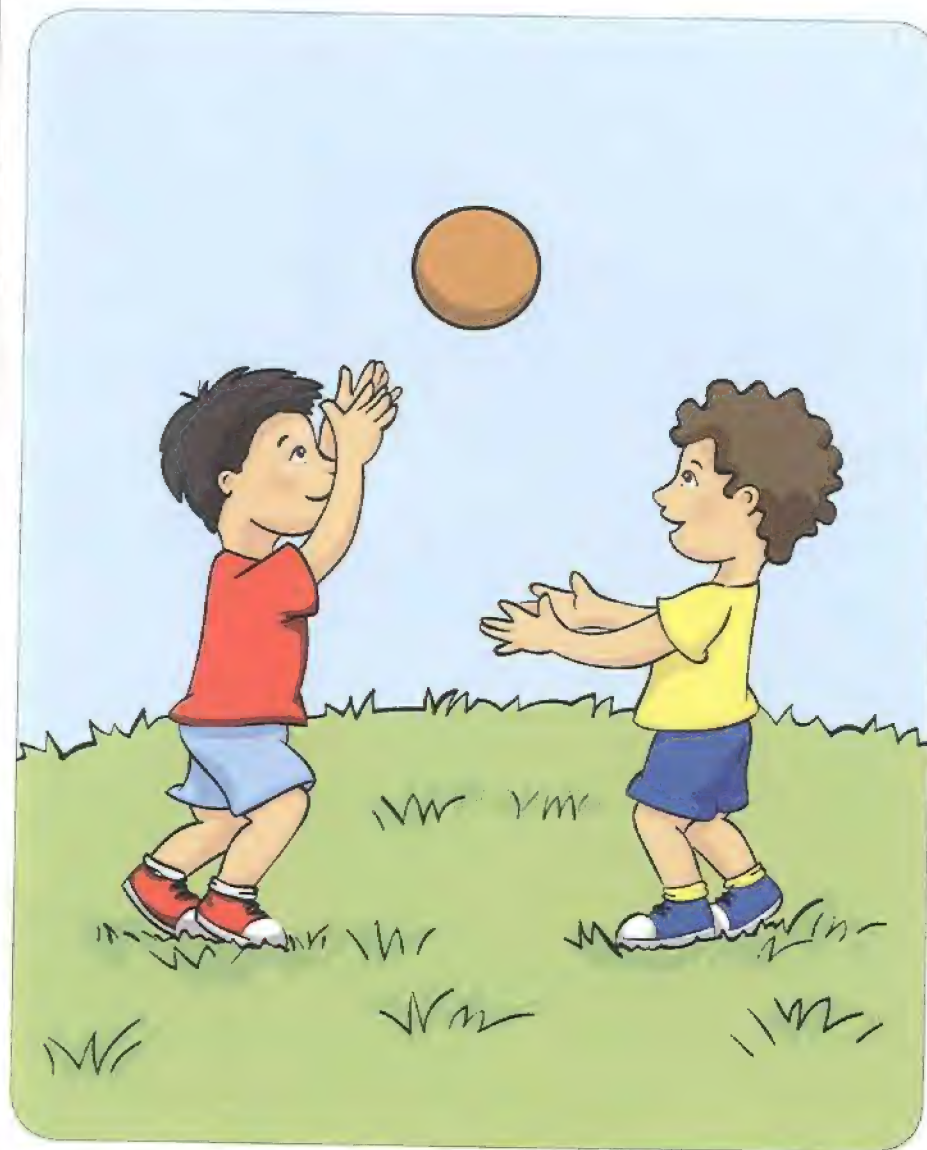


**By Nicola Gardner**  
**Illustrated by: Iole Rosa**





This is Seleem. This is Mazen.

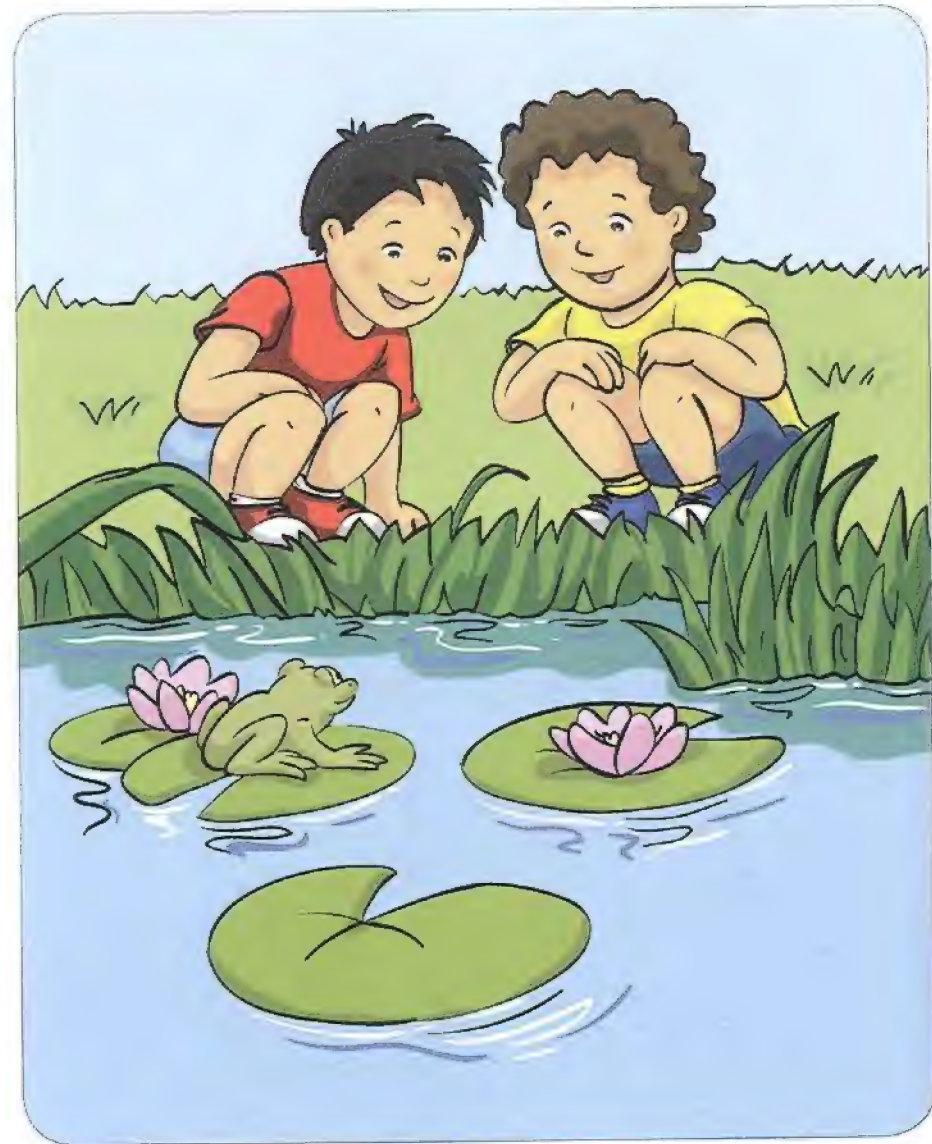


Let's play!



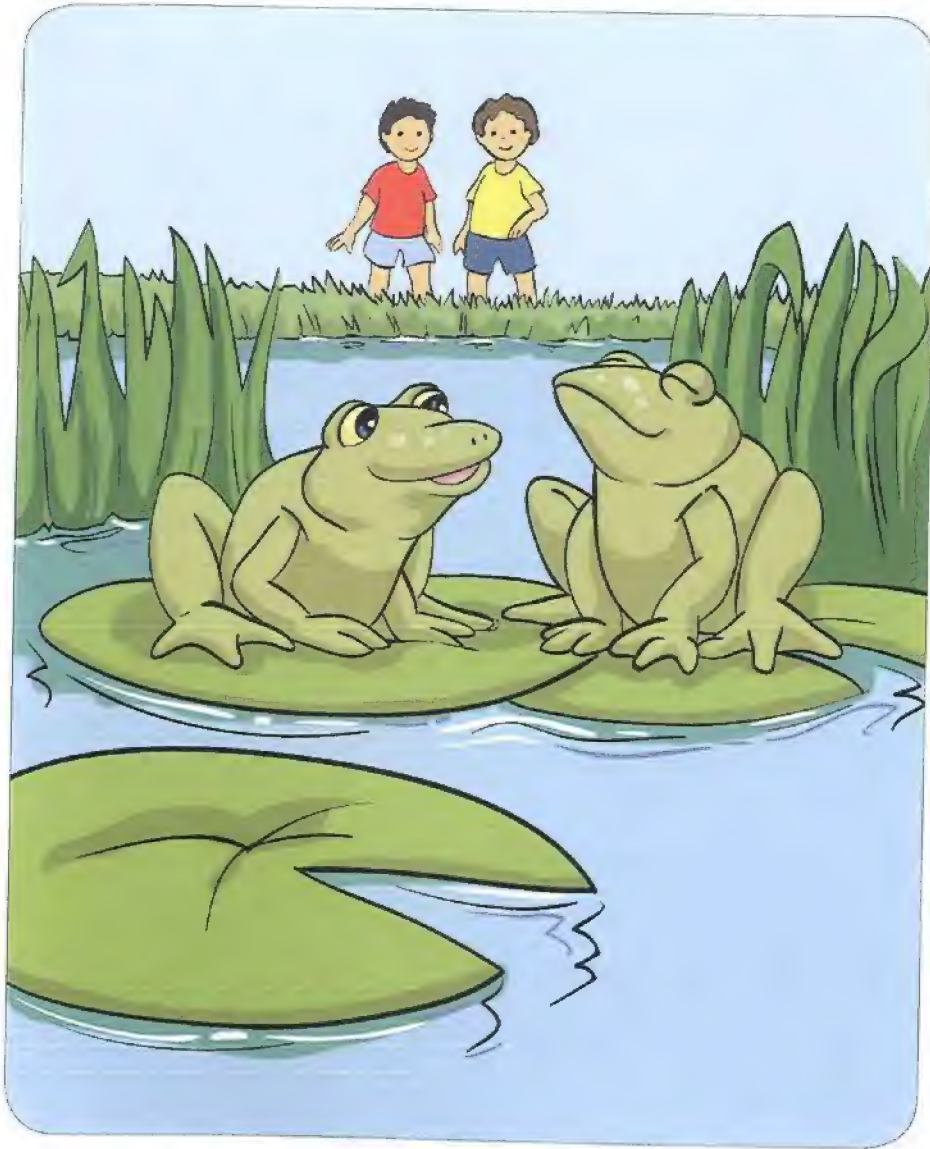


Look! It's a pond!



I can see water. I can see flowers.





We are happy frogs.



We like our pond.



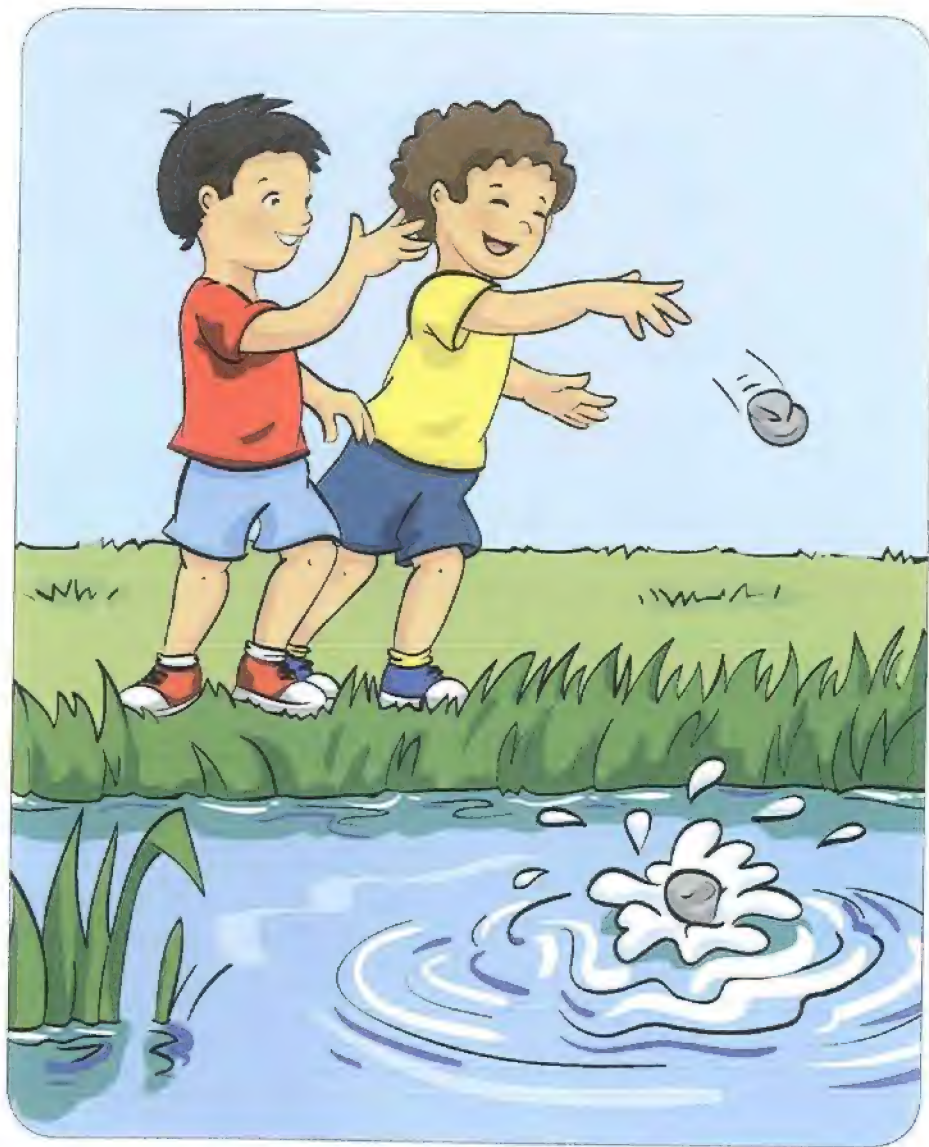


This is fun!



We are sad frogs.





We like this game!



Stop!



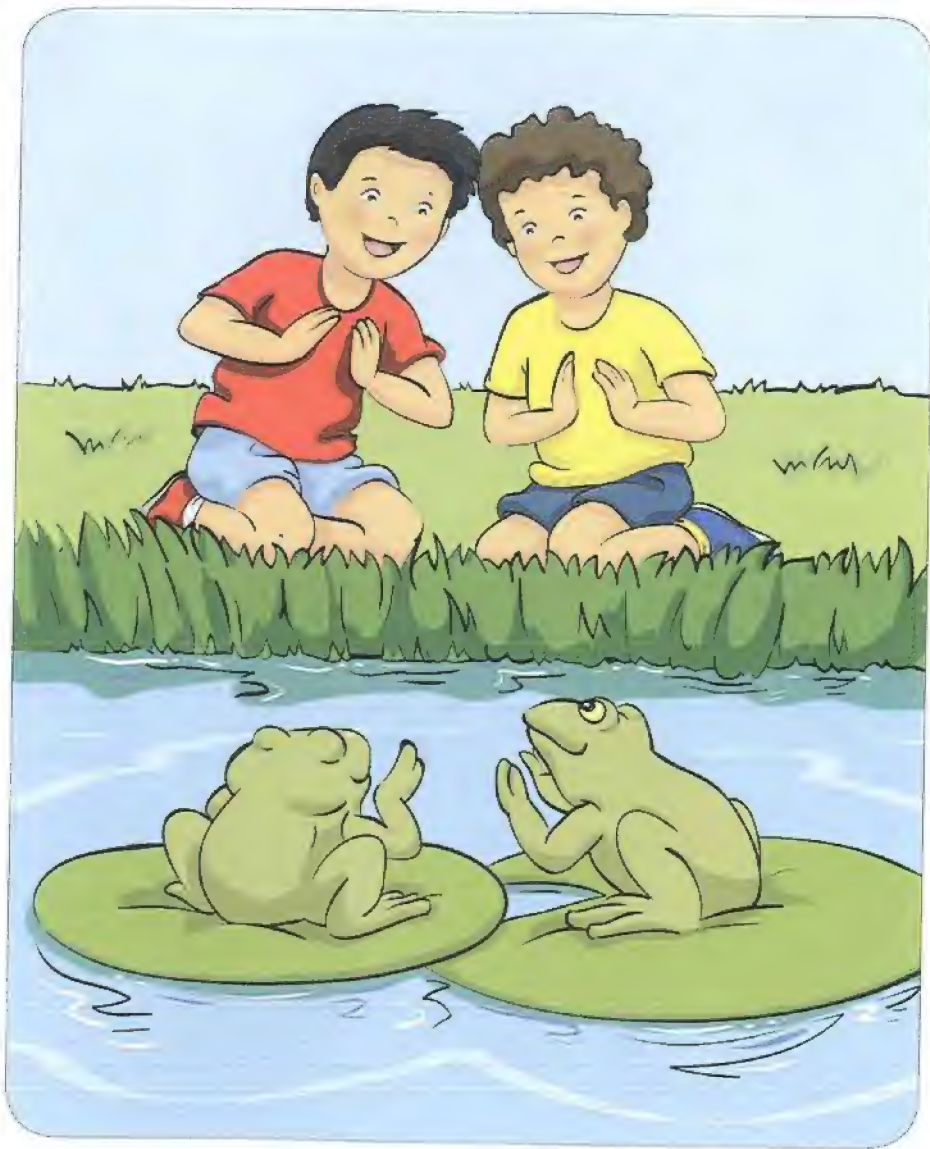


My friend is hurt!



Sorry, frogs!





We are friends.

# Picture dictionary



Look and read



play



pond



happy



sad



hurt





**1** Read and circle



Seleem and Mazen can see **frogs/flowers**.



The frogs like the **pond/park**.



Seleem and Mazen are **brothers/friends**.

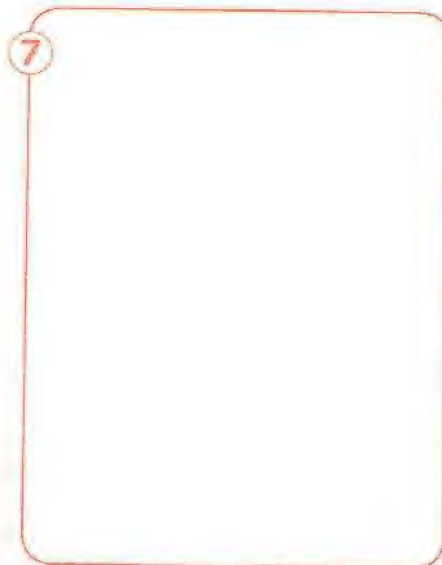
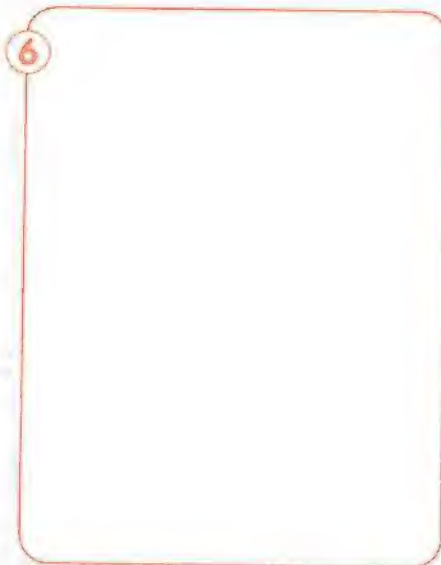
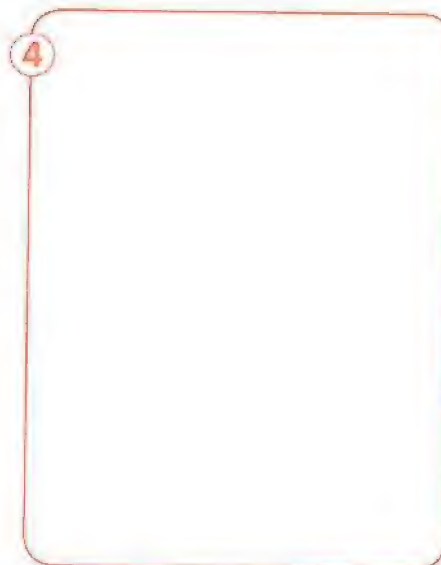
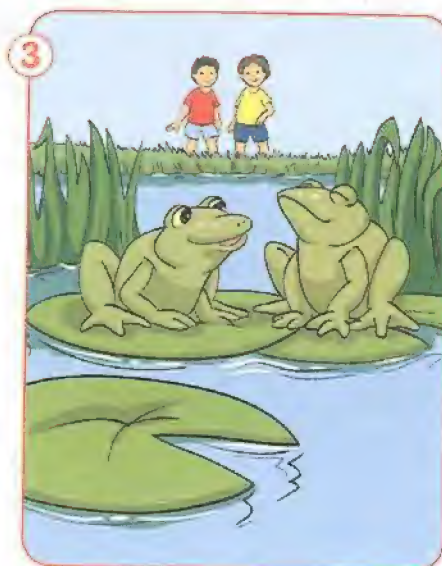
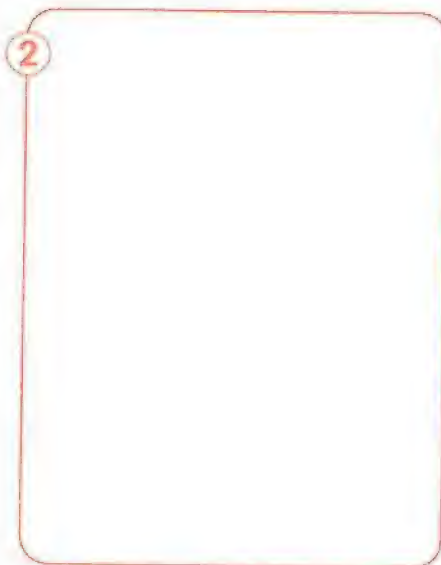
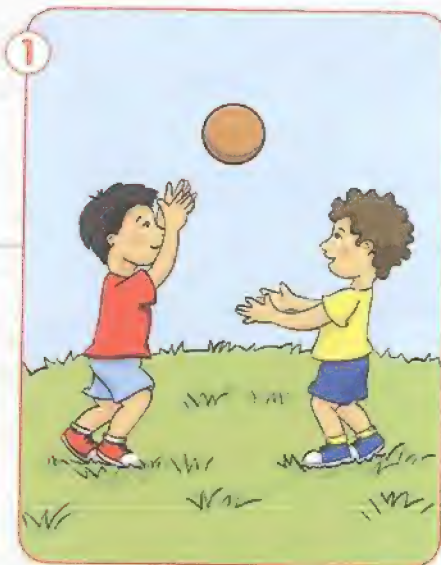



The frog is **happy/sad**.



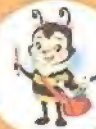


1 Cut and stick



 Go to page 97





**Read and draw**

# The Boys and the Frogs

I liked: 😊

I didn't like: ☹️

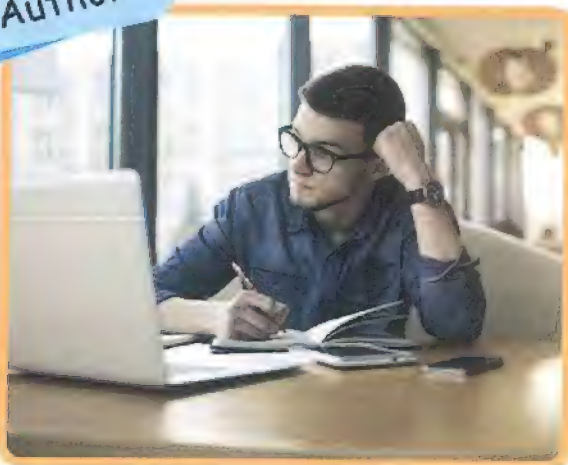




**Read and find**

Who am I?

Author



.....

Illustrator



.....

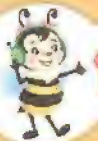
Go to page 76





# Review 1

Vocabulary **Review 1**



1 Listen and find

1



2



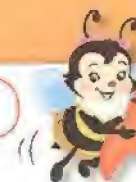
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4

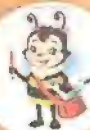


Revision of vocabulary from units 1–4

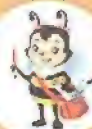


Go to Activity  
Book page 70





1 Read and circle



2 Draw and say

Language **Review**

1 My family

Me

2 I'm a baby / child / adult.

3 I'm 4 / 5 / 6.

4 My favorite animal

5 My favorite color

I'm \_\_\_\_\_

6 I like




Revision of language from units 1-4









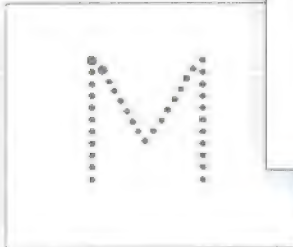
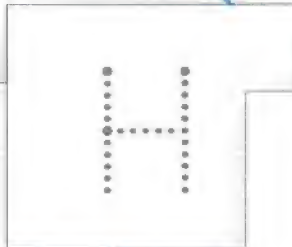
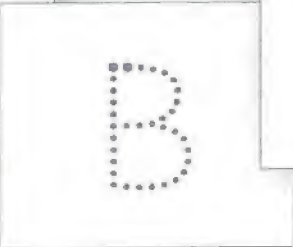
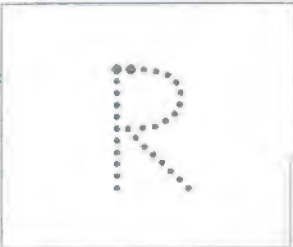

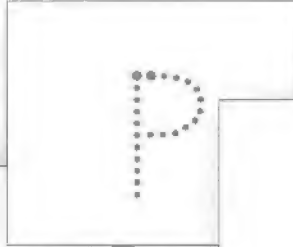
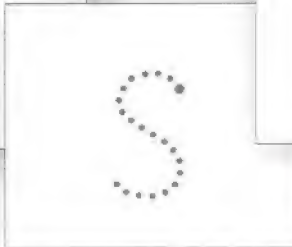
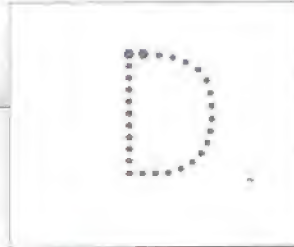


Go to Activity  
Book page 71











 **1 Match and trace**

 **2 Point and say**

							
---	---	---	--	---	---	---	---

Revision of sounds from units 1-4

 **Go to Activity Book page 72**





1 Listen and point



2



3



2 Say

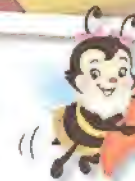
4



Revision of language and vocabulary from units 1–4


Role-play

Review



Go to Activity  
Book page 73

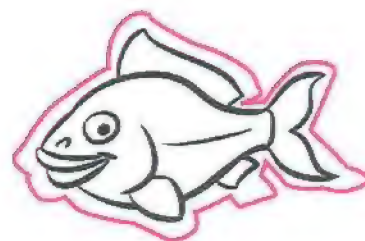




# Cut - Outs



Unit  
**3** Land and water

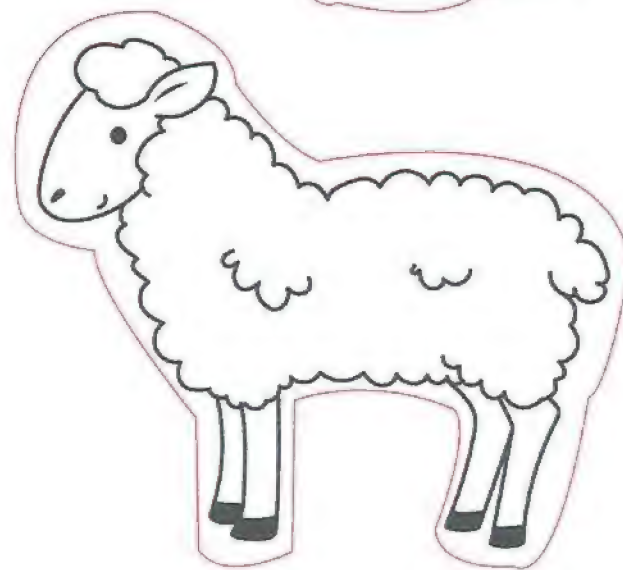
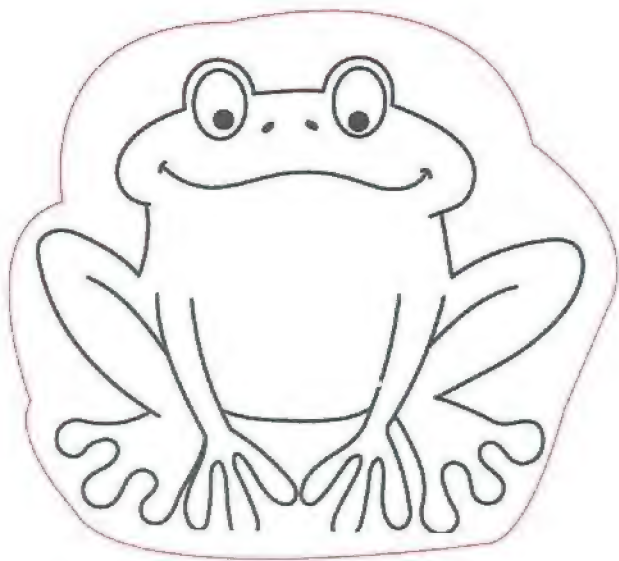
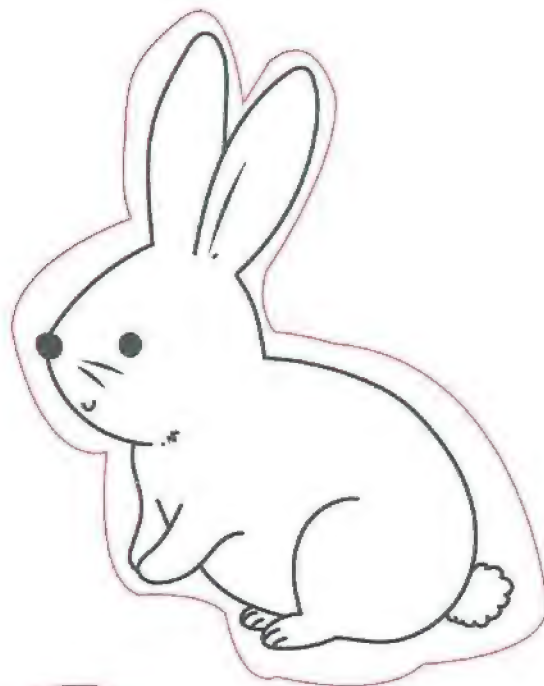








Unit  
**3** Make a collage

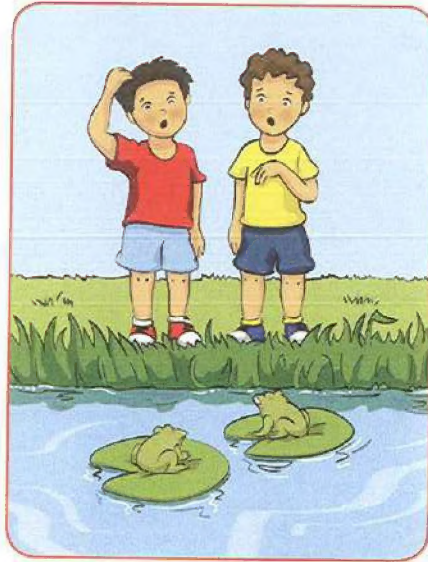




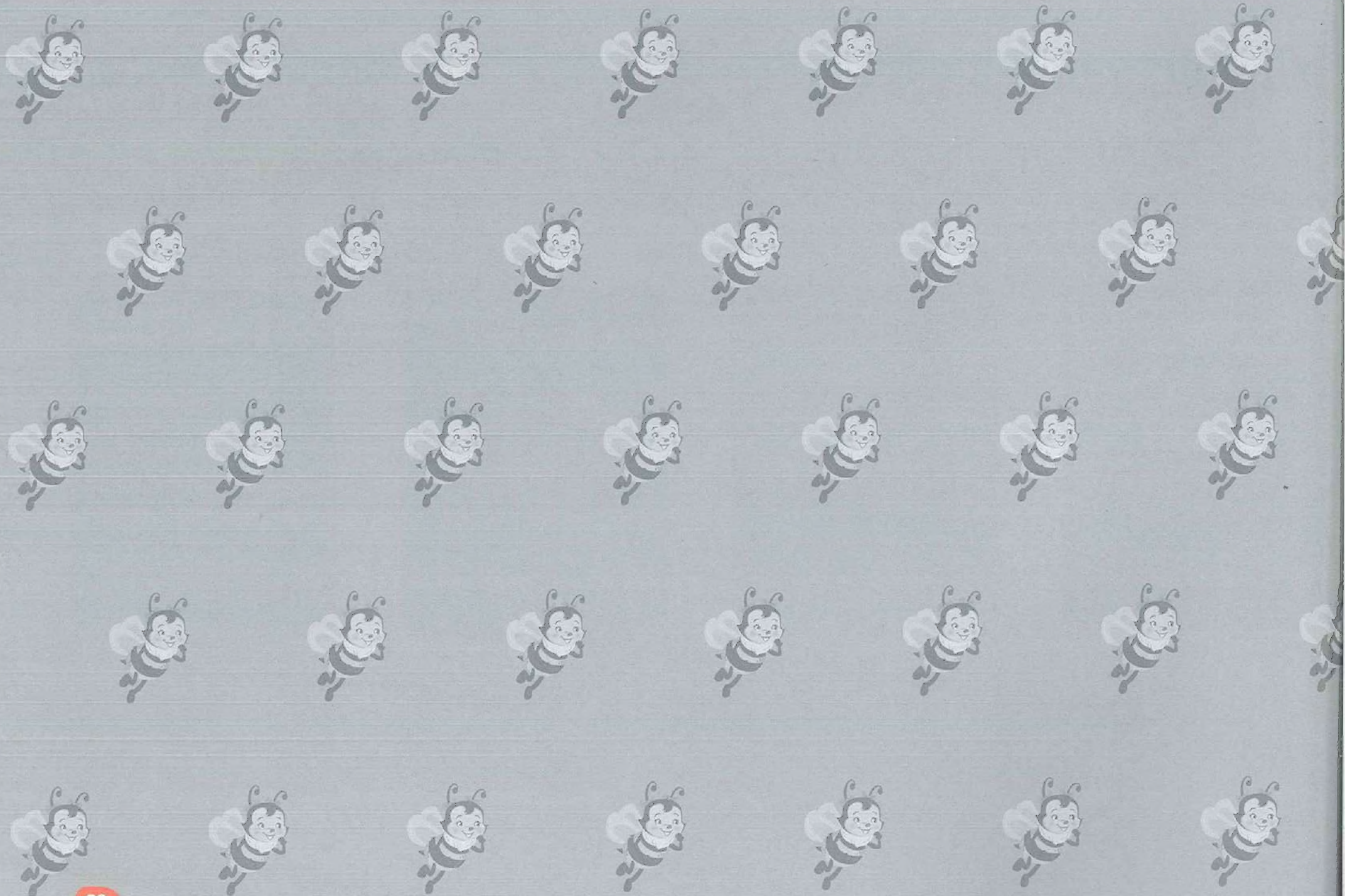




# The Boys and the Frogs









**Egyptian International Publishing Company – Longman**



10a Hussein Wassef Street  
Messaha Square  
Dokki  
Giza  
Arab Republic of Egypt

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York Press Ltd.  
322 Old Brompton Road  
London SW5 9JH  
England

**Pearson Education Limited**  
Edinburgh Gate  
Harlow  
Essex CM20 2JE  
England  
and Associated Companies throughout the world

First Published 2019  
This impression 2019  
ISBN: 978-977-16-1537-8  
Deposit: 14455/2019

Printed by AL-Ashraaf printing house

The publisher is grateful for permission from York Press for granting right to the Super Rory Readers use in the Connect Plus series.

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